Instructors teaching English 106 during the 2003-2004 academic year are required to attend a two-day orientation on May 13-14, 2003 from 8:30 AM to 5:00 PM. During these day-long orientations, you will review the English 106 goals/means/outcomes statement, attend workshops on developing English 106 syllabi, learn how to integrate technology into your curriculum, and attend workshops on conducting writing conferences.

This handout describes the workshops that will be offered during the orientation. Please review the workshop descriptions and choose the workshops you are most interested in attending during each time slot. Note that you must select a syllabus approach and you are required to attend a session of the Conferencing Workshop.

Indicate your preferences on the attached sign-up sheet and return the sheet to Heav 302 by noon on Thursday, May 8th. http://web.ics.purdue.edu/~roses/ICaPweb/Sign-up106Orientation.doc

If you have any questions, please contact Professor Shirley Rose (srose@sla.purdue.edu).

### Syllabus Approaches (Wednesday, 9:00 – 12:00)

Instructors are required to select one of the syllabus approaches listed below. More information about all the approaches is available at: http://web.ics.purdue.edu/~roses/ICaPweb/samplesyllabi.htm

#### Fieldworking—An Ethnographic Approach

We use the skills of ethnographic research in our everyday lives: watching, listening, interpreting, and writing. By asking students to complete ethnography, we also promote the students’ awareness of how writing and research shape our views of our own and other cultures. It asks students, through their writing, to take part in the local community. It also asks students to become ‘experts’ in a chosen area by practicing original and creative research. When students are empowered to make their own decisions about interpretation and meaning, they also learn to apply the skills throughout their academic careers.

#### Multiple Multiplicities

This syllabus combines a number of approaches to teaching introductory composition while allowing instructors to select readings from their individual areas of expertise, and it also synthesizes the concepts of multi-cultural studies, multi-disciplinary approaches, and multi-narrative “literature.” These multiple approaches allow for a wide interpretation of literature and its applications for critical writing. Multiple Multiplicities is grounded in work by a variety of theorists such as Sharon Crowley, bell hooks and Delores la Guardia.
You Are Here
This approach asks students to locate themselves in relation to contemporary cultural domains or “nodes,” including (but not limited to) identity, networks, music, education, and space. Students will write in a variety of genres, from essays to webpages, and engage in a variety of mediums, such as film, music, images, text, and webtext. “You Are Here” helps students develop their rhetorical skills and cultural knowledge while discovering the complexities of writing, communicating, and composing.

Writing Their Way Into Purdue
By requiring students to identify and interact with other members of the Purdue community, each of the assignments in the Writing Their Way into Purdue sequence enables students to become more integrally involved in social action that affects them on the Purdue campus while developing their college-level writing abilities and research skills. Assignments include a profile, a public document, an annotated bibliography, a report, and a proposal.

Composing Through Literature
Through literature-rich investigation, students can explore the world and issues around them vis-à-vis a central lens of intertextuality—the differences and/or complementarities of texts—and extra-textuality, or what texts tell us about ourselves and our culture.

Other 106 Support Workshops (Tuesday & Wednesday Afternoons)

Conferencing Workshop/Writing Lab Tour (Required)
This workshop will offer strategies to make the most of your conferences with students. In addition to observing mock student-teacher conferences and peer tutorials, participants will have the opportunity to investigate Writing Lab resources and help plan Writing Lab support for 106 instructors and students.

Instructors who are not teaching in a Learning Community must sign up for a Tuesday session of this workshop. English 106R instructors who are teaching in a Learning Community must sign up for a Wednesday session of this workshop.

Responding to and Evaluating Multimedia Projects
(T, 1:00, & W, 2:30)
This workshop will focus on development of, response to, and evaluation of multimedia project assignments. Suggestions for documents that demonstrate students’ planning and progress will be given as well some basic visual design theory. These documents will be discussed as part of an overall framework for potential assessment of student work.

Rhetorical Situations, ‘Real’ Texts
This approach to English 106 stresses the rhetorical nature of all situations, the student's ability to identify and work in a variety of rhetorical situations, the ways in which the audience constantly shapes the writer's work, and the ways in which rhetoric involves thought, the spoken word, the written work, design, and performance.

Academic Writing
The academic writing approach to English 106 introduces students to common genres of academic writing through a sequence of increasingly complex yet related assignments. Each assignment is designed to prepare students for the next by introducing reading, research, and writing strategies that students can incorporate in subsequent work. The approach is supported by the coursepack Academic Writing and Research.

ESL Writing (English 106I)
See Professor Tony Silva for more information.
Responding to and Evaluating Non-Academic Genres (W, 1:00)
This workshop focuses on developing criteria for, responding to, and evaluating non-academic genres, such as public documents and proposals. Presenters will provide sample student documents and discuss strategies for evaluating them, and participants will have an opportunity to consider how they will respond to non-academic genres that students might create as part of the participants’ syllabus approaches.

CORE Tutorial/DLC Tour (T, 1:00 & 2:30, & W, 1:00 & 2:30)
Participants will discuss strategies for integrating the CORE tutorial into their syllabus. In addition, participants will tour the Digital Learning Collaboratory (DLC) and learn how students can use the DLC resources to create multimedia projects.

Online Research Strategies (T, 2:30, & W, 1:00)
When it comes to the Internet, students can find the latest concert schedules and video games to download in less than two minutes. Yet, somehow, there are never any resources for a paper. In this workshop, we will focus on how to start classroom discussions and activities on researching, identifying, and evaluating online resources. We will look at what’s available from Google to Ebsco and beyond.

University Resources & Excel (W, 1:00)
This workshop will provide instructions for accessing course resources, downloading course rosters, saving without a disk, FTPing, creating Web protected folders, setting up turn in folders, and setting up a home drive on your home computer. This workshop will teach instructors how to set up and use university resources such as listservs, web directories, and electronic submissions. These things are necessary to be able to use many of the other technologies that will be discussed during orientation.

In addition, this workshop will cover setting up spreadsheets for grading using points or percentages. This workshop will show instructors how to use Excel spreadsheets to help organize and automate the grading process.

First-hand Research (W, 2:30)
This workshop will discuss strategies for incorporating field research (interviews, ethnographies, etc.) in English 106 assignments. Participants will identify possible first-hand research relevant to their syllabi and will discuss strategies for teaching, responding to, and evaluating this research.

ProNoun Basics (T, 2:30)
This workshop will introduce ProNoun; a description of ProNoun’s interface components; instructions for communicating with others in the MOO; directions for moving through ProNoun; and an introduction to creating and interacting with basic objects and rooms in ProNoun. In this workshop we will look at how synchronous conversations can be used in the classroom as spaces for collaboration, peer editing, discussion, office hours, and the building of rhetorically sound archi(text)ual spaces.

PowerPoint (T, 1:00)
This workshop will cover designing slides for presentations. In this workshop we will look at how PowerPoint can be used by instructors to convey specific information to students and how it can help students to see the rhetorical nature of language and presentations as well as giving them the opportunity to use both written and visual rhetoric in their classroom presentation.

Advanced Features in MS Word (W, 1:00)
This workshop will provide instructions for using AutoShapes; inserting tables; formatting your MS Word document; using the track changes feature; comparing and merging documents; using organizational charts; converting a Word document to Portable Document Format, using passwords to protect your PDFs, highlighting text, using the find and replace feature, inserting page numbers, and creating headers and footers, and using the commenting feature. We will look at how the advanced features of Microsoft Word can be used to facilitate the writing process from invention to revision, as well as how it can be used as an instructor’s tool of evaluation.
**Dreamweaver (W, 2:30)**
This workshop covers:
- Setting up a basic Web page and WWW folder @ Purdue
- Opening a new document in Dreamweaver
- Saving and titling pages
- Creating links (internal links, external links, email links and anchors)
- Changing colors (background and text)
- Changing permissions

This workshop will show instructors how to set up course web pages to help disseminate useful information to their classes. We will also briefly cover visual rhetoric and discuss how we can use tools such as Dreamweaver to facilitate students’ understanding of visual rhetoric and help them to create their own rhetorically sound web pages.

**Blogging (W, 2:30)**
This workshop will provide instructions for creating a www folder in your Home Directory and a “blogs” subfolder inside of it; instructions for setting up and maintaining your own blog using blogger.com; and instructions for setting up team blogs. We will be looking specifically at how blogs can be used to facilitate discussion in the classroom, how it adds to the idea of a “community of writers”, and how blogs can be seen as true asynchronous conversation in and out of the classroom.

**Multimedia Composing Project in DLC (W, 1:00 – 4:00)**
This workshop is intended for instructors who already have advanced knowledge of the technology resources covered in the other technology workshops and who would like to know more about the advanced technology resources available in the Digital Learning Collaboratory. Participants will brainstorm how students could use DLC resources to create multimedia projects. Participants then will have extensive time for hands-on practice using the resources as they compose their own multimedia project.

Return Your Completed Sign-Up Sheet to Heavilon 302 by Thursday, May 8th.